Tue, May 3, 2011 10:32:55 AM

12:00. Observation 2

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| Other students tried to see my Ipad by standing up and trying to get to a point they could see it.  The teacher went into more detail here about ecosystems.  The teacher holds up the foldable which is a long rectangular piece of paper that is divided into sections by fold. Headings are written in each setting.  The students were quiet while she talked and appeared to be listening.  It appeared the girl who was writing was taking notes. The students appeared to be listening because they were either looking at the teacher or looking elsewhere but not engaging in non-verbal or verbal talk or moving their hands or body.  This time with the group appeared to be all about defining the member roles. Some students seemed to be bragging about their roles and discussing how they felt about them. Some students were happier about their roles than others.  I believe this was about their name choice.  This student appears to be African American, the only one who appears so in the class.  She gives several more examples.  There was a lot of back and forth teasing and playful arguing between these two students.  This group seemed very business-like. They are a calm group.  This is the first time the brown hair girl has contributed. | Students enter the room.  Student 18 says, “Hi!” towards me very loudly.  I say, “Hi,” and wave back.  Student 6 asks me if I have an iPad.  I say, “Yes.”  Student 14 comes over to see the iPad.  Student 6 asks if an Ipad is in the digital backpack.  I say that I am unsure.  Another student asks me if it an Ipad touch. .  I say, “Yes.”  Student 5 asks me if I am from UC. I say yes.  I ask if the teacher told them I was coming.  A female student says that the teacher said that they got the grant from UC, so she figured I was from UC. The teacher walks to the front of the room and tells the students to copy what is written on the board.  The teacher says, “The word a (emphasis on a) biotic with means not biotic means living.  All the things are in an ecosystem… You all picked and ecosystem.  As you read, think about these abiotic factors… write on the foldable.  The headings in the book match the headings on the folder.” The teacher explains that the nonliving section on the foldable is the cover, but doesn’t have specific information to put on it from the book. Teacher suggests that it can be used for other information that doesn't fit into the other panels.  She says, “If you have questions, you can ask me about it tomorrow.” The teacher reviews missing work policy and says that students have missing work.  She explains that she will grade the missing work when she can because a student asked about it. While the teacher talks the students are other writing or looking at teacher.  On board says, read pp. 36-40. Complete foldable due Thursday.  The teacher says, “I do have your groups.  I did use your job applications.  Most of you got your first or second choice.  Some of you did not turn them in.”  The teacher explains how she devised the groups.  The teacher says, “The first task is to give your group a name.”  The teacher gives examples of name possibilities.  The teacher says, “The other task is to identify the problem that your group wants to work on.  You will need your pink sheets from Friday.  Remember, the problem is to identify a problem for the environment around our school.”  The teacher discusses endangered species and how this topic is too broad.  That another group went on the internet and there were thousands of possibilities when it came to endangered species. The teacher emphasizes that this is the reason for choosing a problem around the school.  Teacher suggests that students browse through chapters 5 and 6 in their textbooks because these chapters are about conservation and living things.  Teacher says, “I have some ideas of my own that I am willing to share if you are really stuck, but I want you to work on your own.”  The teacher announces that students will be given new seats that will now a home base for your group.  The teacher reads names and their assigned jobs in the group out loud.  The teacher says, “Two groups have 5 people, so one person in the group doesn't have an assigned role.  The teacher discusses that as a group, they will need to decide what job to give the extra person.  Groups 3 have 4 people.  Group 4 is assigned their roles.  One student, a girl, writes something down in her notebook, the rest of the kid listen to teacher.  12:16 p.m. Student 15 laughs when “Shaun,” gets the role of photographer and says, “Shaun,” sarcastically.  The students move loudly to their groups.  The teacher directs groups to gather in specific parts of the room.  Student 1 in group 3 shakes hands with all of her groups members.  Students in all groups talk about their roles with each other, “I'm the technician,” I heard twice from two different students in group 1 and 2.  All groups are talking to one another.  Student 18 raises his hand.  The teacher is talking to group 5.  Two other students raise their hands.  Student 18 throws a fist into the air and says, “technician.”  “I am the manager,” a girl in group two says.  “What are you?” She asks as she points to group members, “what are you?”  She continued. We need a name.  What do you guys want to pick?”  Off topic conversation about a student’s behavior at recess occurs between group 1 and group 2.  Group 1 student 18 says, “Why don't we just be the forest?  Why don't we just be the forest?” The teacher leans over and talks to group 4.  She says, “Make sure that someone is writing this down and taking notes.”  This group has only two girls. The other two of the members are absent.  Student 18 says, “Why don't you write this stuff down.  Morgan, you could be like the best manager ever!”  One boy in group 2 holds up the book in front of his face and reads a graphic novel.    The teacher talks to student 18 about being in charge of taking care of the digital backpack because he is the technician.  She gives examples and says that the students can't take them home.  They discuss the ability to recharge the batteries.  One girl in group 1 is upset about her job.  The teacher explains that half of the students applied to be photographer.  She says any changes would have to be agreed upon by the group.  The teacher moved to talk to group 2 and talked to them about the need to identify a problem at the school.  She says, “What do you observe?”  She gives examples such as air conditioning and windows.  The teacher reminds students to flip through the textbook chapters because it gives them general ideas. The teacher repeats that the problem needs to relate to their school district.  The boy in group 2 puts novel down and listens to teacher.  The teacher offers this group several examples of problems [inaudible]. She says, “Styrofoam trays in cafeteria.”  A girl in the group makes a suggestion.  The teacher says, “How are you going to find that out?”  The boy offers a suggestion.  The teacher says, “Those could be two separate issues or related to each other.  You would have to do some research on that.”  A boy leaves the room then comes back, gets a pencil and goes to sharpeners then leaves again.   Group 1 student 18 says to a female group member, “she likes to boss people around.”  She says, Only sometimes.” The teacher checks in with group 3. “How are you guys doing?” The teacher asks.  A girl in the group explains her idea.  The teacher asks if she got the idea from another teacher because she has always dreamed of this.  “You would have to do some research on what is a healthy pond?” The teacher offers possible research questions.  A male student leans forward and says. “My dad is a landscaper.”  They discuss this more [inaudible].  The teacher says, “Devise some questions that you could ask him.  You could devise some questions to email…” to another resources that was suggested by teacher.  “First, you need to identify the problem, and then think about the research.  First, identify how you know when a pond is good.”  Group 1 student 18 and black hair girl across from him argue on an off task topic.  Brown girl tears paper and is quiet.  Group 2 girl leader says, “We could videotape him explaining something.”  She then raises her hand.  Group 3. The teacher is talking about the pond idea still with them. They are discussing fishing in the pond.  All students are engaged and adding to the fishing discussion. She tells them to do some research on the internet as well.  Group 1 black hair girl tells a girl in group 2 about fish.  Brown hair girl in group one says, “we can do electricity.”  Student 18 says, “Why don't we just do electricity?  The lights are on all day; the computers are on all day.”  Group 2. The teacher talks about how to ask questions to the person that they need to about the cafeteria.  They talk about the timing of the interview. She says before breakfast is good.  Group 1 talk about recycling water. The teacher visits their group and asks, “How would you recycle the water?  What would you do?  Where does the water come from?  Where does the water go?  You might want to think about that.  Mr. Cooper, the maintenance person would probably be able to talk to you about where the water is.”  They discuss where the water is located in the district.  They all continue to talk about where the wastewater is located.  Student 18 and black hair girl ask questions.  Brown hair girl listens and bites her thumb nail.  The teacher discusses how the school water moves to East Fork Lake.  The teacher says, “Are you saying that we use too much water? Black hair girl clarifies what she is thinking.  The teacher says, “You should be able to ask city water for a water bill.” Student 18 talks to the teacher and uses his hands when talking. He makes a box shape. The teacher gives a suggestion to ask maintenance man questions during this class period and explains how to get ahold of him.  The teacher quickly moves to group 5. Two boys are told that they will call home because they are horsing around.  The teacher points to one boy in particular, but them includes the boy next to him. She explains her behavior expectations.  She leans over and talks in a stern voice.  She asks, “What do you have?” The students talk to the teacher [inaudible].  The teacher says, “Alright guys, it's almost time.  Find a good place to stop. And where you wanna pick up tomorrow.  Have three minutes before you leave.”  Groups 6 ask teacher a question.  She leans over the table to talk to them [inaudible].  The teacher says, “How are you going to....”  A male student responds, “Like, like, like…” and answers question.  The teacher says, “Some of this we are gonna have to work out.”  A girl in Group 4 girl raises hand. The teacher walks back to her desk.  Four students stand up.  The students wait two minutes.  The teacher dismisses students to their next class.  Observation ends 12:45 p.m. |
|  | Observers Notes  Talked to the teacher after and asked how the students reacted to the project when it was first explained to them. She said that they were all very excited, she repeated that again. She also said that most of them were excited to simply fill out the application. Although she said some didn’t turn them in. From talking to the 8th grade science teacher, it is not abnormal for students to not turn in their work.  The project was presented to the class the Friday before. This lesson consisted of going over the orange project paper and having the students fill out a yellow job application for different roles in the groups” technician, photographer/recorder, reporter/spokesperson, and manager. See yellow sheet.  Teacher said that she chose the students for the job based on their desires as noted on the application, their personal skill levels, and also that each group have equal numbers of gender representation.  It was noted that when the teacher visited the groups and used questioning to help them develop their ideas, much more focused work was done.  The conversations in the groups were scattered in that the students would address their tasks and then talk about and off task topic. There was a volley of on task/off task talk when the teacher wasn’t present. When she was present the talk was on task.  Leadership roles began to arise as I watched the groups as certain individuals in the group took it upon themselves to ask questions to their group mates so that progress could be made on the task. |